

**Lockport City School District**  
**Grade 6 Process-Driven Culminating Task for Unit 4 and CCLS Aligned Rubric**

**Directions:**

As learners complete a study of various cultures, they will select topics for further research. They will engage in the research process using multi-media tools. Thinking and work will be captured on a teacher-provided common note-sheet. Then, they will create a powerful final product which demonstrates what they have learned, using a variety of appropriate technology tools.

**This assessment will measure students' ability to:**

- a. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.6.1)
- b. integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue (RI.6.7)
- c. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.
- d. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (with some guidance and support from peers and adults) (W.6.5)
- f. conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)
- g. gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)
- h. write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

## DOCUMENT BR4

CCLS: RI.6.1, RI.6.7, W.6.2a-f, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

IDEAS	WRITER'S VOICE	ORGANIZATION
<b>EXPERIENCED __3__</b> My writing is highly descriptive and hooks a reader.  My message is meaningful and focused.  I include at least five details from the texts I read during my research in my writing.  My ideas come from the meaningful questions that guide my work and the notes I made as a researcher.	<b>EXPERIENCED __3__</b>  I know my stuff and people can trust me.  My tone is the perfect fit for my topic, my purpose, and my audience.	<b>EXPERIENCED __3__</b> My writing unfolds in a compelling way, as I develop my topic with relevant facts, details, quotes and/or examples.  I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of my text to another. My writing has a distinct internal structure.  I add details and clues in just the right places, including those that I gleaned from the different texts that I read.
<b>DEVELOPING __2__</b> My writing is descriptive.  My message is taking shape, but I'm still not completely clear about what it might be.  I include at least three details from the texts I read during my research in my writing.  Some of my ideas came from the questions that guide my work and the notes I made as a researcher.	<b>DEVELOPING __2__</b>  I know a good amount about my topic.  My tone is a good fit for my topic, my purpose, and my audience.	<b>DEVELOPING __2__</b> My writing unfolds in a predictable way. My facts are organized into clear categories. I use a lot of words, but not many visuals or numbers.  My writing has a clear beginning, middle, and end.  Some of my details seem out of place. I may spend too much time focusing on information that came from just one text that I read, or I may rush through others.
<b>BEGINNING __1__</b> My writing is vague. I am still learning about my topic.  I'm still figuring out what my focus is.  Missing details might make it hard for my reader to learn from my writing.	<b>BEGINNING __1__</b>  I am not yet sure what tone I should take with this piece.	<b>BEGINNING __1__</b> My writing may confuse a reader other than me. I'm not sure how to use words, visuals, and numbers to make my work more interesting.  My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.  It is hard for my reader to know what texts I read or what I learned from my research.

## DOCUMENT BR4

CCLS: RI.6.1, RI.6.7, W.6.2a-f, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p><b>EXPERIENCED__3__</b> My writing is my own, and I use sophisticated words, just like researchers do.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p><b>EXPERIENCED__3__</b> My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p>	<p><b>EXPERIENCED__3__</b> My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p> <p>I use accurate citations.</p>
<p><b>DEVELOPING__2__</b> My writing includes grade-appropriate words that are my own. I take risks that enable me to try new words</p> <p>My words may not capture my reader's attention, and they may not be striking or specific to my purpose, but they get the job done.</p>	<p><b>DEVELOPING__2__</b> My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p><b>DEVELOPING__2__</b> My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p> <p>I include citations that have few errors.</p>
<p><b>BEGINNING__1__</b> I borrow words from the texts that I read. Or, I take so many risks with word choice that my writing is hard to understand.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to.</p> <p>I use some of my favorite words over and over again.</p>	<p><b>BEGINNING__1__</b> My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p><b>BEGINNING__1__</b> Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p> <p>I haven't cited my sources yet.</p>

<b>Writing Process</b>	<b>EXPERIENCED_3__</b>	<b>DEVELOPING_2__</b>	<b>BEGINNING_1__</b>
	--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.	--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.	--My writing is usually based upon the first idea that comes to mind.
	--I change my writing as I go, based on new ideas I develop or suggestions from other people.	--I make at least one change to my writing when I'm working.	--I'm not sure how to make changes to my writing yet.
	--I make corrections in conventions.	--I ask others to tell me how to improve my work. Sometimes, I make changes.	--My final copy is nearly identical to my rough draft.
	--I look for ways to share my work with others.	--I share my work when my teacher tells me to.	--I don't share my work with other people.

Technology Integration	EXPERIENCED_3__	DEVELOPING_2__	BEGINNING_1__
	--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.	--My teacher helps me select and use technology tools that connect with my purposes.	--I use the single technology tool suggested to me by my teacher.
	--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.	--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise	--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
	--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.	--I use selected technology tools to share my work with an audience.	--I am learning how I can share my work with an audience using technology tools.